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ABSTRACT

In the "Report of the Task Force on Housing for Native People in Saskatoon" (1979), existing housing and social programs were found to be too limited in their scope and ability to meet the changing needs of these people. (Native refers to those people who have in their families at least one parent of Indian, Non-status Indian, or Metis ancestry.) The present study, which compares the perceptions of housing needs of native children and their parents, was conducted in the hope that an identification of these needs would help government and housing agencies develop a more coordinated and comprehensive housing program for native people in Saskatoon and other prairie cities. Fifty-two families residing in Saskatoon were interviewed using a precoded interview schedule in structured interview sessions. Children's and parents' perceptions of housing needs were found to be largely similar. Among the most important housing needs perceived were (1) children having friendly playmates in the neighborhood, (2) the family having its own kitchen and bathroom, and (3) having the school within walking distance. However, when making actual decisions regarding housing, the choice of the urban native family often appeared to be determined by financial considerations and influenced by racial discrimination. Thus, although the housing needs of the children are shared by the parents, they cannot be effectively implemented by the parents. (Author/RH)

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CHILDREN'S ENVIRONMENTS ADVISORY SERVICE

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HOUSING NEEDS OF URBAN NATIVE FAMILIES

A Comparative Study of Children's and Parent's Perceptions

Research Project 6

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HOUSING NEEDS OF URBAN NATIVE FAMILIES:

A COMPARATIVE STUDY OF CHILDREN'S AND PARENTS' PERCEPTIONS

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This project was supported by the Canada Mortgage and Housing Corporation as part of the research program undertaken by the Children's Environments Advisory Service for the International Year of the Child

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SASKATOON, AUGUST 1980

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PREFACE

The Children's Environments Advisory Service's Research and Development Program for the International Year of the Child has as its objective the advancement of good environmental planning and appropriate family housing design that supports the needs of children and youth (0-18).

An in-house CMHC IYC Committee, consisting of representatives of various CMHC divisions that impact on family housing and regional representatives, identified the gaps in the field. The committee selected projects of directed research to close these gaps and identify problem areas, to find solutions where possible, and to provide input to corporate policy and programs in the field of family housing. Five categories of investigation were selected to respond to these needs:

- Assembly/Production of Data

  To assemble a data bank on the condition of children in relation to their residential environment and to relate this data to data being collected by other departments and agencies.

- Evaluation

  To examine existing housing situation catering to the needs of families with children at home.

- Design and Awareness Material

  To develop proposals for improving housing and the surrounding environment through design.

- Demonstration

  To construct demonstration facilities for children, or to introduce improved facilities for children in on-going projects.

- Development of Policy Proposals

  To review the condition of children in Canada, and present proposals to meet or correct emerging problems in relation to housing.

The CMHC IYC Committee will develop for CMHC Management a policy paper based on the facts, figures and findings of the Research and Development Program for IYC, with implications for future policy, programs and research affecting family housing.

The Children's Environments Advisory Service plans to use the focus on children made possible by the Year of the Child to plan new directions for our service. We intend to conduct further research, provide additional resources and sustain the momentum of our advocacy role within CMHC.

This project is one of 21 projects (titles on last page) in the Research and Development Program for the International Year of the Child. These reports are distributed by the Children's Environments Advisory Service.

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Abstract

HOUSING NEEDS OF URBAN NATIVE FAMILIES:

A COMPARATIVE STUDY OF CHILDREN'S AND PARENTS' PERCEPTIONS

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The influx of Native People to urban centres in search of better education, economic opportunity, health and other services, has accelerated in the last decade. This has created serious housing and other problems. There is little information on the perceptions of housing needs of the Native families in the city. This study investigates into the children's perceptions of housing needs and compares them with those of the parents.

The study was conducted in Saskatoon. 52 families were interviewed. The perceptions of housing needs of children and of parents were found to be largely similar. Among the most important housing needs perceived are children having friendly playmates in the neighbourhood, the family having its own kitchen and bathroom, and having the school within walking distance. However, in actual decisions regarding housing, the choice of the urban Native family is often determined by financial considerations and influenced by racial discrimination. Thus although the housing needs of the children are shared by the parents, they cannot be effectively implemented by the parents.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		i
ABSTRACT		ii
TABLE OF CONTENTS		iii
Chapter 1.	INTRODUCTION	1
1.1	Purpose of the Study	1
1.2	Problem	1
1.3	Objectives	1
1.4	Conceptual Framework	2
Chapter 2.	METHODOLOGY	5
2.1	Definition of Terms	5
2.2	Sample Selection	5
2.3	Data Collection Procedure	6
Chapter 3.	DISCUSSION OF FINDINGS	7
3.1	Description of the Sample	7
3.2	Perception of Housing Needs	8
3.3	Socioeconomic Status of the Native Family	19
3.4	Urban-Native Community Links	20
Chapter 4.	CONCLUSIONS	28
Chapter 5.	RECOMMENDATIONS	29

		Page
APPENDICES		30
A.	Demographic and Social Profile of Respondents	30
B.	Summary of Housing Conditions of Respondents	40
C.	Perception of Housing Needs	46
REFERENCES		54
BIBLIOGRAPHY		55

List of Tables

1.	Summary of Children's Perception of Housing Needs	9
2.	Summary of Parents' Perception of Housing Needs	11
3.	Response of Children to Question: Do You Like This Home You are Living In Now?	17
4.	Evaluation of Home Conditions by Parents	18
5.	Summary of Where the Respondents Would Prefer to Live	21
6 A.	Reasons for Preferring to Live on Reserve or in Native Community	22
6 B.	Reasons for Preferring to Live in Saskatoon	23
7.	Frequency of Return to Reserve or Native Community by Parents	24
8.	Usual Length of Stay on Reserve or in Native Community	26

Chapter 1

INTRODUCTION

1.1 Purpose of the Study

In the Report of the Task Force on Housing for Native People in Saskatoon (1979), the existing housing and social programs were found to be too limited in their scope and ability to help the Native People's changing needs. The purpose of the present study is to compare Native children's perceptions of housing needs with those of their parents. It is hoped that an identification of the housing needs of children and parents will help the various levels of government and housing agencies to develop a more coordinated and comprehensive program for the Native People in Saskatoon. The study will possibly be of similar value to housing agencies in other prairie cities.

1.2 Problem

The influx of Native People to urban centres in search of better education, economic opportunity, health and other services, has accelerated in the last decade. This has created serious housing and other problems. Little information, if any, on the perceptions of housing needs by both Native children and parents is presently available. Specific housing strategies, based on a careful assessment of housing needs, should therefore be developed to facilitate adjustment to urban living.

1.3 Objectives

The specific objectives of the study are:

(1) which needs of children (in terms of likes and dislikes, etc.) in the area of housing and neighbourhood community are perceived by parents and which needs are not;

(2) to what extent are children's needs reflected in the parents' decisions regarding housing;

(3) why are some of the children's needs, if any, not perceived or not considered by parents;

(4) how do the existing housing conditions affect intra-family dynamics such as parent-child communication and sibling interaction; and

(5) what kind of housing strategies can be developed which will help to answer or at least compromise the needs of both parents and children.

1.4 Conceptual Framework

Existing studies on urban Native People (Denton, 1972; Dosman, 1972; Frideres, 1974; Adams, 1975; Nagler, 1975) show that the most serious problems faced by new comers to the city are unemployment, housing and isolation. However, one-third of Natives from reserves migrating to the cities are children. Children have specific concerns of their own, such as school work, recreation and peer group interaction. The present research is to identify those children's concerns which are related to housing and the community, sleep quarters and study/recreation space at home, education and recreation facilities in the neighbourhood, and other community services.

The majority of the Native families living in urban centres are wage earners receiving minimum wages or in receipt of welfare. Because of the lack of experience, racial discrimination or personal preference as to where they wish to live, they are not able to obtain decent shelter with adequate facilities at a price they can afford. Furthermore, it has been suggested that the adjustment in terms of renting and managing an urban home, and fitting into the neighbourhood has

created serious problems for the Native families.

According to a recent study by the Social Planning Secretariat, Government of the Province of Saskatchewan (1978), population of Native ancestry in the four centres: Regina, Saskatoon, Prince Albert and North Battleford will show an increase from 9,274 in 1976 to 31,718 in 2001 for Status Indians and an increase in Metis and Non-status category from 26,446 in 1976 to 91,959 in 2001. It is, therefore, imperative to determine the housing needs of the urban Native families in order to provide adequate shelter to the large group of newcomers.

"Housing needs" as the term is used in this study refer to all those aspects of dwelling perceived by the inhabitants to have a physical, social and cultural impact on their well-being. Housing needs refer not only to those aspects of physical structure of the building which may relate to the inhabitants' sense of comfort, density, aesthetics, convenience or social status. They also refer to aspects of the neighbourhood, or more broadly the environment, which relate to the same or similar sensibilities. These latter aspects would pertain to friendly or unfriendly neighbours, location of facilities, and proximity to workplaces, etc.

In the case of a racial minority group, the acceptance by neighbours may be one of the most important aspects to be considered. Moreover, if members of the ethnic minority group are concerned about retaining their ethnic identity, then they might possibly want to look for those aspects of housing which would enhance that identity in themselves and their children.

It is with this definition of housing needs in mind that the present research project was conceptualized, planned and conducted. Questions on housing needs were asked in terms of the children's and parents' likes, dislikes, knowledge and preferences regarding various aspects of housing delineated above.

Chapter 2

METHODOLOGY

2.1 Definition of Terms

Native Families -- In this study the term refers to families in which at least one parent is of Native ancestry (Registered Indian, Non-status Indian or Metis), in which there is at least one child between the ages of six and sixteen.

Children -- Members of the family between the ages of six and sixteen who are attending school. They may not be the biological or legal children of either of the adults defined as parents, but are living in the household as dependents of the latter.

Case -- A "case" in this study refers to the family interviewed, i.e., the parent and the child.

2.2 Sample Selection

The sample was drawn from families that made use of services (such as recreation facilities, day care, social services, housing services, Cree language classes, etc.) provided by the Saskatoon Indian and Metis Friendship Centre during the months of February and March 1980. Altogether more than 100 families were contacted for the project. However, only 53 families were actually interviewed because the urban Native People, especially the newcomers to Saskatoon, are mostly young adults without children or with pre-school age children. The sample selection criterion of having at least one child between the ages of 6 and 16 effectively excluded a large number of families. The high degree of physical mobility of the Native People, urban-rural or intra-city, also rendered many addresses obsolete.

Only 52 families were included in the analysis of data as the responses in one case were too incomplete to give any information.

2.3 Data Collection Procedure

A pre-coded interview schedule was constructed and pre-tested. In the first part of the interview, the parent was asked to evaluate the importance of several aspects of housing, such as space, utilities, and social and physical environment of the neighbourhood. He/she was then asked to what extent those aspects were actually present in his/her current housing condition. In addition, the parent was asked questions on personal and family background.

In the second part of the interview, the child was similarly asked to evaluate the importance of certain aspects of housing. Then the child was also asked to what extent those aspects were actually present in his/her current housing conditions.

The parent and the child were each interviewed alone.

The structured interviews of both the parent and the child took 40 minutes altogether. However, the average length of combined interviews per case was 1 hour 10 minutes as both parents and children took time after the structured interviews to elaborate on their feelings behind the responses.

It was planned initially that the interviews would be taped. But because of objection encountered among the first six cases, taping was discontinued.

In addition, interviews with staff members in service agencies and relevant government departments were held. The information and insights they provided are helpful in interpreting the data collected in the interviews.

Chapter 3

DISCUSSION OF FINDINGS

3.1 Description of the Sample

The sample consists of two sub-samples: 52 parents and 52 children. A demographic and social profile of the subsamples is given in Appendix A. A summary of the essential characteristics is given below.

Of the children interviewed, there were 27 boys (52%) and 25 girls (48%). The ages range from six to sixteen years. The age distribution of the children is as follows:

6 - 8 years	18	(35%)
9 - 12 years	19	(36%)
13 - 16 years	15	(29%)

Both the Status and Metis/Non-status Indians were about evenly represented among the children.

The sub-sample of parents consists of 32 (62%) women and 20 (38%) men. Their ages range from 28 to 56.

Of the 52 parents, 33 (64%) were married, legally or in common law. The rest, 19 (36%) were either single, divorced, separated or widowed; in other words, single parents. 32 (61%) parents have at least some high school education; 11 (21%) have post-secondary education.

Ten (19%) of the parents interviewed are working in skilled jobs, blue-collar or white-collar, seven (14%) are in unskilled jobs. 11 (21%) interviewees were unemployed at the time of the interview.

The average family income for 1979 was $14,712.

There were altogether 157 dependent children in the 52 households.

This means approximately three children per family. As mentioned above, the children may not be the legal or biological offsprings of the parents interviewed or of their spouses. Some are nieces, nephews, grandchildren or even friends' children. But all of them are living as dependents of the parents on a long-term basis.

3.2 Perception of Housing Needs

Aspects of housing perceived as important or very important by at least 90% of the children and their parents are tabulated in descending order of perceived importance in Tables 1 and 2 respectively. It can be seen from Table 1 that the most important aspects of housing perceived by the children are:

(1) having friendly playmates in the neighbourhood;

(2) and (3) the family having its own bathroom and kitchen; and

(4) having the school within walking distance (see Table 1 section A).

These four aspects reflect the concerns in a child's world. Each family having its own kitchen and bathroom would be a minimum housing standard in our society. It is likely that the past or present experience of deprivation (only about 65% of the children report that their families have their own kitchen and bathroom now) which prompted the children to emphasize the importance of these basic facilities.

Playing and going to school constitute the major activities of most children. Thus the inclusion of school and friendly playmates in the top priority group is quite natural. But it is interesting to note that while 100% of the children want friendly playmates, only 38% believe it is important that they should have children of Native ancestry to play with.

TABLE 1

SUMMARY OF CHILDREN'S PERCEPTION OF HOUSING NEEDS

Aspect of Housing and Neighborhood	Perceived as Important %	Perceived as Existing %
A. TOP PRIORITY: Perceived as important by at least 90% of the children		
1. Friendly children in the neighborhood to play with	100	92
2. Family having its own kitchen	100	64
3. Having a school within walking distance	93	56
4. Family having its own bathroom	90	65
B. HIGH PRIORITY: Perceived as important by at least 75% of the children		
5. Staying in one place and not moving around	88	-
6. Having a swimming pool within walking distance	83	46
7. Having a recreation centre within walking distance	82	31
8. Having friendly grown-ups in the neighborhood	81	87

Aspect of Housing and Neighborhood	Perceived as Important %	Perceived as Existing %
9. Having a park within walking distance	81	81
10. Having a playground within walking distance	79	86
11. Having a library within walking distance	79	40
12. Having a gym within walking distance	79	44
13. Having an ice-skating rink within walking distance	75	50
C. MEDIUM PRIORITY: Perceived as important by 25-75% of the children		
14. Having Native Indian studies within walking distance	65	8
15. Having Cultural programs within walking distance	49	10
16. Children having own separate rooms	44	10
17. Having Native children in the neighborhood to play with	38	46
18. Family live in Saskatoon	31	-
19. Children having a playroom	27	14
D. LOW PRIORITY: Perceived as important by 10% or less of children		
20. Having tennis courts within walking distance	8	14
21. Having a roller-skating rink within walking distance	6	21

TABLE 2

SUMMARY OF PARENTS' PERCEPTION OF HOUSING NEEDS

Aspect of Housing and Neighborhood	Perceived as Important %	Perceived as Existing %
AA. TOP PRIORITY: Perceived as important by at least 90% of parents		
1. Friendly playmates in the neighborhood for children	100	92
2. Friendly neighbors	100	83
3. Family having its own bathroom	100	75
4. Family having its own kitchen	100	73
5. Having a school within walking distance	98	79
6. Having a park within walking distance	98	75
7. Staying in one place and not moving around	96	-
8. Having a playground within walking distance	96	86
9. Having a library within walking distance	90	-
BB. HIGH PRIORITY Perceived as important by at least 75% of parents		
10. Having a skating rink within walking distance	87	48

Aspect of Housing and Neighborhood	Perceived as Important %	Perceived as Existing %
11. Having a recreation centre within walking distance	84	17
12. Having a swimming pool within walking distance	82	46
13. Having a gym within walking distance	77	33
CC. MEDIUM PRIORITY: Perceived as important by 25-75% of parents		
14. Having Native studies within walking distance	70	0
15. Children having a playroom	63	15
16. Having cultural programs within walking distance	58	2
17. Children having separate rooms	46	10
18. Family staying in Saskatoon	44	-
19. Children having friendly Native playmates in the neighborhood	33	60
20. Having tennis courts within walking distance	27	25
DD. LOW PRIORITY: Perceived as important by 10% or less of parents		
21. Having a roller-skating rink within walking distance	10	15

It would seem that to most of the children, racial difference is not a barrier to being friendly or having fun. While over 90% of the children report having friendly playmates, it does not mean that there is an absence of racist name-calling. About 20 children mentioned to the interviewers that they also have unfriendly children in the neighbourhood.

The above-mentioned four housing needs are also perceived as important by at least 90% of the parents. But in addition to these four, over 90% of the parents also perceive five other aspects of housing as important, namely, having friendly neighbours; staying in one place and not moving around; and having a park, a playground and a library within walking distance (see Table 2, section AA, #2, 6 - 9). While these five aspects are not regarded as the most important housing needs by the children, at least 75% of the children do regard them as important or very important. The only other aspects considered important by more children are having a recreation centre and a swimming pool within walking distance (Table 1, section B). Nevertheless, more than 75% of the parents also recognize the last two mentioned aspects as important.

Within the medium and low priority categories, there is some disagreement between the children and the parents, for example, regarding the children having a playroom and having tennis courts nearby. On the whole, higher percentages of parents than children regard the aspects in these two priority categories as important. However, it should be pointed out that those aspects of housing ranked as medium and low priorities by the children were ranked virtually in the same order by the parents. Thus there is no basic conflict between the parents and the children in their respective housing needs.

An interesting point worth mentioning is the low percentage of children wanting their own separate rooms. Sharing rooms with siblings seems to be a well accepted fact. Furthermore, children seem to be very aware of the needs of siblings. For example, a boy mentioned after the interview that he thought the roller skating rink was important not out of his own interest but because his younger brother likes to skate. There is not enough information to indicate whether such understanding and consideration within the family is due to physical arrangement out of necessity or the value of sharing in traditional Native culture (Bryde, 1971). It will be fruitful to pursue further research to see whether sharing of rooms or other accommodation arrangement does in fact lead to greater communication and understanding within the family.

Results of the study suggest that most of the children's likes, dislikes and preferences regarding housing match closely with those of their parents. The similarity of likes and dislikes may mean that children's preferences are perceived by the parents. On the other hand, it may reflect the influence of parents in shaping the values, attitudes and preferences of children, as may be expected in the normal process of child socialization. In any case, it would seem likely that the criteria guiding the parents in their selection of shelter will include the housing needs of the children, provided the family could afford it financially. (The last-mentioned condition will be discussed in a later section).

The fact that more parents consider more aspects of housing to be important does not contradict the assertion that children's needs are taken into consideration. The fact indicates rather that the parents

have other considerations as well. Some considerations may be more directly relevant to the parents. For instance, friendly adults as neighbours are as important to them as friendly playmates to the children. But other considerations stem from the reality that parents have other children to think of as well. In our study, the oldest child between the ages of 6 and 16 was interviewed. The findings are therefore spread over a range of 11 years. Obviously the needs of a sixteen-year old are different from those of a six-year old and a wide variety of needs are expressed in this study. But the needs of children under six years of age could only be voiced through the interpretation of the parents. Thus, when more parents report the importance of parks and playgrounds, they often have the pre-school children in mind.

The differences between the children and the parents in what is perceived as important are to be expected. But it should be pointed out that there are also differences between children and parents in perceptions of the factual order. Thus there is discrepancy between the children and the adults in regards to whether there is a park within walking distance and to whether the family has its own bathroom, etc. A number of reasons can be put forth to explain the differences in perceived reality, e.g., different definitions of "walking distance", or embarassment about sharing the bathroom with another family thus resulting in over-reporting. A very plausible reason is again the fact that parents have more factors to consider than the child. The teenager is perfectly correct in saying that his/her high school is not within walking distance, while the parent is also correct in saying that the grade school for a younger daughter is.

The exact nature of such differential perceptions of the factual order cannot be determined here. But it should definitely be explored in future research. It could simply be that there is lack of information on the part of the child or the parent within the same family about existing public facilities in the neighbourhood.

Whatever reasons there are for the discrepancy in the children's and parents' responses, findings from this study indicate that the aspects of housing perceived to be important by the children or their parents are not actually present in their housing situation (see Tables 1 and 2). In other words, the perceived reality falls far short of the ideal.

The problem is therefore not so much whether the needs of children are recognized by the parents. In fact they are. Rather the problem lies in the overall situation in which many Native families in the city find themselves: their needs, wants and wishes to varying degrees are unmet or unfulfilled. In the basic area of shelter and neighbourhood community, the lack of satisfaction can be seen in the responses presented in Tables 3 and 4.

More than half of the children, 29 (56%) did not like the house or apartment they were living in. The children's dislike of their dwelling place is more fully described by the parents. "Dissatisfaction with the last place" is the reason given by the greatest number of parents (48, i.e. 81%) for moving into their present accommodation. However, 60% of the parents still find their present accommodation inadequate or very inadequate for the rent they paid. Obviously they feel that they are not getting the value out of the money they pay in rent. Aside from high rent, sources of dissatisfaction of most of the parents lie in the lack of living and

TABLE 3

Response of Children to the Question: Do You Like This Home You Are Living in Now?

Response	Frequency	Percentage
Yes	18	35
No	29	56
No Answer	5	9
Total	52	100

TABLE 4

EVALUATION OF HOME CONDITIONS BY PARENTS

Aspect of Home	Very Inadequate %	Inadequate %	Neutral %	Adequate %	Very Adequate %	No Answer %
Heating	0	23	19	40	17	0
Plumbing	2	38	23	11	25	0
Electrical system	0	4	21	39	36	0
Living Space	8	42	10	33	8	0
Storage Space	23	46	8	14	10	0
Everything together	14	27	23	23	12	2
Everything together for the rent paid	25	35	15	19	4	2

*Percentage may not add up to 100 due to rounding.

storage space. 40% are also unhappy about plumbing, and 25% about the heating system (see Table 4).

Although some parents find their present accommodation adequate for the rent they pay, many still cannot afford it. Given this concern about money, the housing needs of the children, recognized and shared by the parents, cannot often be taken into consideration in the actual choice of housing.

3.3 Socioeconomic Status of the Native Family

The problems with housing discussed above is related to the general question of the socioeconomic situation of the Native families. The average family income of $14,712 in 1979 is not very much higher than the 1978 Senate Committee poverty line of $13,575 for a family of five (Caskie, 1979). In 1977, the average income and the median income of all Canadian families were $20,101 and $18,565 respectively (Statistics Canada, 1980:103). In addition, as can be seen from Appendix A.8, many families are often beset with chronic unemployment and underemployment. This is so despite the educational level of the parent sub-sample was about the national level: the median years of schooling of the parent sub-sample being 9.5 as compared to 10.5 years for all Canadians (Statistics Canada, 1980. See also Appendix A.10).

It is a well established fact that the poor people are most victimized by slum landlords. Any strategy aimed at providing a healthy physical and social environment for the Native People must, therefore, be devised along with a viable urban employment strategy for improving their economic situation.

The problem of Native families finding adequate housing is further complicated by racial prejudice and discrimination. Of the 52 families interviewed, only two own their homes. In conversations after the structured interview, five parents mentioned that they have been unable to get mortgages, although either they themselves or their spouses have records of steady employment over several years. At least half of the parents also recounted their difficulties as Native People in finding rental accommodation. They would not bring their cases to the Human Rights Commission because they do not have the time, have no trust in such agencies, or do not know how.

3.4 Urban-Native Community Links

In view of the recent influx of most Native people to Saskatchewan cities, the children were asked where they would prefer to live and the parents where they would prefer to raise their family. From Table 5 it can be seen that just about the same proportions of children and parents prefer to live in Saskatoon. In comparing the response of the child with that of the parent in each family, it was found that in 43 cases (83%), the child's preference was the same as the parents. Again it is a very high degree of identity of preference between the parent and the child.

However, the choice between the city and the native community was a difficult one. (By Native community is meant an Indian reserve or a rural Metis community). Although 51 parents do go back to the Native community regularly, the frequency of visit varies from once a year or every two years (27%) to once a month or every two months (39%) (Table 7) But for all those who do, the average length of stay in the Native

TABLE 5

SUMMARY OF WHERE THE RESPONDENTS WOULD PREFER TO LIVE

	Parents		Children	
	Frequency	Percentage	Frequency	Percentage
Reserve/ Native Community	23	44	24	46
Saskatoon	28	54	27	52
No Answer	1	2	1	2
Total	52	100	52	100

TABLE 6 A

REASONS FOR PREFERRING TO LIVE ON RESERVE OR IN NATIVE COMMUNITY

Reason	Parents (N=23)		Children (N=24)	
	Frequency	Percentage	Frequency	Percentage
Traditional way of life	21	88	18	75
Family and Kinship ties	23	100	20	83
Familiarity	23	100	17	71
Cost less money	16	70	4	17
Nature (clean environment	22	96	22	91
Country foods	12	52	8	33

TABLE 6 B

REASONS FOR PREFERRING TO LIVE IN SASKATOON

Reason	Parents (N=28)		Children (N=27)	
	Frequency	Percentage	Frequency	Percentage
Job opportunity	17	61	18	67
Education opportunity for children	28	100	27	100
Adult education opportunity for self or spouse	28	100	18	67
Entertainment	12	43	20	74
Familiarity	9	32	10	37

TABLE 7

FREQUENCY OF RETURN TO RESERVE OR NATIVE COMMUNITY BY PARENTS

Frequency of Visits	Frequency	Percentage
None (no at all)	1	2
Low (Once per year or once in two years)	9	17
Medium (2 to 5 times per year)	22	42
High (Once per month or every two months)	20	39
Total	52	100

community per visit was 2.8 days (Table 8). While some of them still hunt (12%), farm (13%), fish (50%) and gather berries (40%), with the exception of one, none of them work for pay while back at the Native community. The above mentioned activities are taken up for fun or to help some relatives with no monetary remuneration. Thus all of the parents interviewed, including those who prefer to live in the Native community, have not been gainfully employed in the Native community since the time they moved to Saskatoon. While such a state of affairs may be entirely voluntary, it must in part indicate a lack of economic opportunities in the Native communities. Nevertheless, family ties, the natural environment, the traditional way of life, i.e., a host of emotional and cultural factors draw them back to the Native community (see Table 6 A).

On the other hand, nearly all the children and parents who prefer the city realize the educational opportunities, especially for the children, found in the city (see Table 6 B). This point is even mentioned by children and parents who prefer to live in the Native community. Similarly, even those who choose to live in Saskatoon express homesickness for the familiar social and physical environment of the Native community.

Thus it would appear that although only slightly more than half of the families choose to live in the city, the reasons, feelings and sentiments behind the decision to come to the city are shared by all the families. The commitment to urban living will grow to the extent the hopes for education and employment opportunities are met. Nevertheless the attachment of most of the respondents to their cultural background must be noted. Native cultural activities and programs should, therefore, be

TABLE 8

USUAL LENGTH OF STAY ON RESERVE OR IN NATIVE COMMUNITY

Duration of Stay (days)	Frequency	Percentage
2	19	36
3	20	38
4	6	12
5	1	2
7	1	2
No Answer or Not applicable	5	10
Total	52	100

established and promoted to facilitate the Native People's adjustment to the urban environment, while providing them with some means of retaining their cultural identity.

Chapter 4

CONCLUSIONS

1. Four aspects of housing and neighbourhood community are perceived by the children in the study to be the most important: having friendly children in the neighbourhood to play with, the family having its own kitchen, the family having its own bathroom, and the school being within walking distance.

2. These aspects of housing are also recognized by parents to be important. The order of importance of other aspects of housing perceived by the children matches very closely with that of the parents.

3. However, in the actual decisions regarding housing, the choice is often determined by financial considerations. Racial discrimination also seems to affect the final place where the family chooses to live. Thus although the housing needs of the children are recognized, they cannot be effectively implemented by the parents.

4. The Native People in the city are committed to seeking better education and employment opportunities for themselves and their children. Thus while they are attached to their cultural background, their values and goals in migrating to the city are those shared by the majority in the larger society.

Chapter 5

RECOMMENDATIONS

1. Further research is needed to give more conclusive evidence on the influence of housing conditions, if any, on intra-family dynamics.

2. Implementing the housing needs of the Native children and parents is dependent on the improvement of the economic status of the Native family. Thus an effective housing strategy must work in conjunction with and be part of a greater policy of urban Native employment.

3. Affirmative action type of programs should be established to help urban Native families rent or own suitable housing units within an appropriate price range.

4. Native cultural activities and programs should be established and promoted at the neighbourhood community level to facilitate the Native People's adjustment to the urban environment. Maintaining their ethnic identity is important to them and it would ease the stress of adjustment.

APPENDIX A

DEMOGRAPHIC AND SOCIAL PROFILE OR RESPONDENTS

A.1 AGE OF CHILDREN

Years	Frequency	Percentage
6-8	18	35
9-12	19	36
13-16	15	29
Total	52	100

A.2

SEX OF CHILDREN INTERVIEWED

Sex	Frequency	Percentage
Male	27	52
Female	25	48
Total	52	100

A.3

NUMBER OF DEPENDENT CHILDREN LIVING AT HOME

Number of Children	Frequency	Percentage
1	4	8
2	11	21
3	19	36
4	12	23
5	5	10
No Answer	1	2
Total	52	100

A.4

STATUS OF CHILDREN INTERVIEWED

Status	Frequency	Percentage
Treaty	28	54
Metis or Non-status	22	42
No Answer	2	4
Total	52	100

A.5

SEX OF PARENT INTERVIEWED

Sex	Frequency	Percentage
Male	20	38
Female	32	62
Total	52	100

A.6

AGE RANGE OF PARENTS INTERVIEWED

Years	Frequency	Percentage
28-36	7	11.5
37-46	19	38.5
47-56	26	50
Total	52	100

A.7

MARITAL STATUS OF PARENT INTERVIEWED

Status	Frequency	Percentage
Married	33	64
Single	1	2
Divorced	6	11
Separated	10	19
Widowed	2	4
Total	52	100

A.8 NUMBER OF WORKING HOURS

	Parent Interviewed		Spouse*	
Hours Per Week	Frequency	Percentage	Frequency	Percentage
0	11	21	5	15
less than 10	10	19	5	15
10-19	6	11	5	15
20-29	7	13	2	6
30-39	16	31	9	27
40 and over	2	4	7	22
Total	52	100	33	100

*Only 33 parents interviewed have spouses.

A.9 KIND OF WORK PERFORMED BY PARENTS FOR PAY

	Parent Interviewed		Spouse*	
Kind of Work	Frequency	Percentage	Frequency	Percentage
Skilled White Collar	7	13	3	9
Skilled Blue Collar	3	6	1	3
Semi-skilled White Collar	1	2	3	9
Semi-skilled Blue Collar	6	12	6	18
Unskilled White or Blue Collar	19	37	12	36
No Answer or Not Applicable	16	30	8	24
Total	52	100	33	100

*Only 33 parents interviewed have spouses.

A.10 EDUCATION LEVEL OF PARENTS

	Parent Interviewed		Spouse*	
Years of Education	Frequency	Percentage	Frequency	Percentage
5-8 (Elementary)	17	33	8	24
9-12 (High School)	21	40	14	43
13-15 (Post-secondary, College, Technical School, University	11	21	6	18
No Answer	3	6	5	15
Total	52	100	33	100

*Only 33 parents interviewed have spouses.

A.11 GROSS INCOME OF PARENTS IN 1979

	Parent Interviewed		Spouse*	
Income ($)	Frequency	Percentage	Frequency	Percentage
28,000-32,999	1	2	1	3
18,000-22,999	2	4	2	6
13,000-17,999	11	21	5	15
8,000-12,999	11	21	12	36
Below 8,000	23	44	8	24
No Income	4	8	2	6
No Answer	0	0	3	10
Total	52	100	33	100

*Only 33 parents interviewed have spouses.

A.12

GROSS FAMILY INCOME IN 1979

Income ($)	Frequency	Percentage
Below 8000	10	19
8000-12,999	9	17
13,000-17,999	20	39
18,000-22,999	7	14
23,000-27,999	5	10
28,000-32,999	0	0
33,000 and over	1	2
Total	52	100

A.13

LANGUAGE SPOKEN AT HOME

Language	Frequency	Percentage
English	11	21
Native, with some European language	5	10
Mostly English, with some Native or French	35	67
Mostly French, with some Native or English	1	2
Native language only	0	0
French only	0	0
Total	52	100

APPENDIX B

SUMMARY OF HOUSING CONDITIONS OF RESPONDENTS

B.1

RENTAL OR OWNERSHIP OF DWELLING

Rent or Own	Frequency	Percentage
Rent	50	96
Own	2	4
Total	52	100

B.2

PHYSICAL STRUCTURE OF DWELLING

Type of Home	Frequency	Percentage
Apartment	15	29
Detached Home	13	25
Duplex	16	31
Fourplex	6	11
Mobile Home	1	2
Other	1	2
Total	52	100

B.3

NUMBER OF ROOMS IN HOME

Number of Rooms	Frequency	Percentage
1	1	2
2	1	2
3	8	15
4	14	27
5	18	34
6	5	10
7	2	4
8	3	6
Total	52	100

B.4

NUMBER OF BATHROOMS IN DWELLING

Number of Bathrooms	Frequency	Percentage
1	48	92
2	3	6
4	1	2
Total	52	100

B.5

USE OF BACKYARD

Backyard	Frequency	Percentage
Yes	38	73
No	14	27
Total	52	100

B.6

OWNERSHIP OF HOUSEHOLD ITEMS

Item	Frequency	Percentage
Dishwasher	0	0
Washing Machine	13	25
Dryer	8	15
Deep Freezer	5	10
Microwave Oven	1	2
Colour TV	34	65
Black/White TV	26	50
Stereo	28	54

B.7

REASONS FOR CHOOSING PRESENT ACCOMMODATION

Reason	Frequency	Percentage*
Affordable rent	37	71
Affordable mortgage	2	4
School	29	56
Neighborhood	19	37
Dissatisfaction with last place	42	81

*Percentage is that of 52 parents interviewed; the column does not add up to 100% as each respondent may choose more than one answer.

B.8

FACTORS TO BE CONSIDERED IN THE NEXT MOVE

Factors	Frequency	Percentage*
Affordable rent	50	96
Affordable mortgage	0	0
School	41	79
Neighborhood	37	71
Dissatisfaction with present home	36	69

*Percentage is that of 52 parents interviewed; the column does not add up to 100% as each respondent may choose more than one answer.

APPENDIX C

PERCEPTIONS OF HOUSING NEEDS

C.1 PERCEPTIONS OF HOUSING NEEDS BY CHILDREN

Question: How important do you feel each of the following is?

Aspect of Housing and Neighborhood	Not at all Important %	Not Important %	Neutral %	Important %	Very Important %
You have a playroom in your home	31	42	0	12	15
You have your own room	6	35	15	27	17
You have friendly children in your neighborhood to play with	0	0	0	56	44
You have friendly grown-ups in your neighborhood	0	2	17	48	33
You have children of Indian ancestry to play with	6	33	23	23	15
Your family has its own bathroom	0	0	10	42	48
Your family has its own kitchen	0	0	0	40	60
Your family live in the city	17	39	14	19	12
Your family live in the same neighborhood and not move around	0	2	7	17	71
You have the following public facilities within walking distance:					
Park	2	2	14	35	46

C.1 (continued)

Aspect of Housing and Neighborhood	Not at all Important %	Not Important %	Neutral %	Important %	Very Important %
Playground	12	8	2	27	52
Swimming pool	0	4	14	39	44
Ice skating rink	0	12	14	50	25
Roller skating rink	21	50	23	2	4
Library	0	14	8	56	23
Gym	0	10	12	58	21
Recreation centre	0	10	8	42	40
School	2	4	2	33	60
Tennis courts	19	48	25	6	2
Cultural programs	0	17	35	35	14
Indian studies	0	14	21	46	19

*Percentage may not add up to 100 due to rounding.

C.2

PERCEPTIONS OF HOUSING CONDITIONS BY CHILDREN

Conditions	Yes %	No %	No Answer %
Do you have a playroom in your home?	14	86	0
Do you have your own room?	10	90	0
Do you have friendly children in your neighborhood to play with?	92	8	0
Do you have friendly grown-ups in your neighborhood?	87	14	0
Do you have children of Native ancestry in your neighborhood to play with?	46	54	0
Does your family have its own bathroom?	65	35	0
Does your family have its own kitchen?	64	31	6
Do you have the following public facilities within walking distance:			
Park	81	19	0
Playground	86	14	0
Swimming Pool	46	54	0
Ice-skating rink	50	50	0
Roller-skating rink	21	77	2
Library	40	60	0
Gym	44	56	0
Recreation centre	31	69	0

C.2 (continued) Conditions	Yes %	No %	No Answer %
School	56	44	0
Tennis Courts	14	83	4
Cultural Programs	10	86	4
Indian Studies	8	88	4

Where would you prefer to live?

Reserve/Native Community %	Saskatoon %	No Answer %
46	52	2

*Percentage may not add up to 100 due to rounding.

C.3

PERCEPTIONS OF HOUSING NEEDS BY PARENTS

Question: How important do you feel each of the following is?

Aspect of Housing and Neighborhood	Not at all Important %	Not Important %	Neutral %	Important %	Very Important %
A playroom in the home	31	6	0	42	21
Your children have separate rooms	21	31	2	29	17
Your children have friendly children in the neighborhood to play with	0	0	0	50	50
You have friendly neighbors	0	0	0	81	19
Your children have other children of Native ancestry in the neighborhood to play with	10	36	21	21	12
Your family has its own bathroom	0	0	0	17	83
Your family has its own kitchen	0	0	0	27	73
Your family live in the city	39	17	0	29	15
Your family live in the same neighborhood and not move around	0	0	4	25	71

C.3 (continued)

Aspect of Housing and Neighborhood	Not at all Important %	Not Important %	Neutral %	Important %	Very Important %
You have the following public facilities within walking distance:					
Park	0	0	2	44	54
Playground	0	2	2	42	54
Swimming pool	0	2	14	36	46
Ice skating rink	2	6	6	58	29
Roller skating rink	17	39	35	10	0
Library	2	2	6	17	73
Gym	2	2	19	50	27
Recreation Centre	2	8	6	38	46
School	0	2	0	17	81
Tennis court	17	42	13	27	0
Cultural programs	0	17	23	39	21
Indian studies	0	6	23	39	31

*Percentage may not add up to 100 due to rounding.

C.4

PERCEPTIONS OF HOUSING CONDITIONS BY PARENTS

Conditions	Yes %	No %	No Answer %
Do your children have a playroom?	15	85	0
Do your children have separate rooms?	10	90	0
Do your children have friendly children in the neighborhood to play with?	92	6	2
Do you have friendly neighbors?	83	15	2
Do your children have other children of Native ancestry in the neighborhood to play with?	60	38	2
Does your family have its own bathroom?	75	23	2
Does your family have its own kitchen?	73	25	2
Do you have the following public facilities within walking distance?			
Park	75	25	?
Playground	86	14	0
Swimming pool	46	54	0
Ice-skating rink	48	50	2
Roller-skating rink	15	83	2
Library	-	-	-
Gym	33	67	0

C.4 (continued)

Conditions	Yes %	No %	No Answer %
School	79	21	0
Recreation centre	17	81	2
Tennis courts	25	69	6
Cultural programs	2	90	8
Indian studies	0	94	6

Where would you prefer to live?	Reserve/ Native Community %	Saskatoon %	No Answer %
	44	55	2

*Percentages may not add up to 100 due to rounding.

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PROJECTS SUPPORTED BY CMHC AS PART OF THE RESEARCH AND DEVELOPMENT PROGRAM UNDERTAKEN BY THE CHILDREN'S ENVIRONMENTS ADVISORY SERVICE (CEAS) FOR THE INTERNATIONAL YEAR OF THE CHILD

The research reports from the following projects are available through the CEAS Resource Service from CMHC National Office and CMHC Regional Offices.

1. INTERNATIONAL INVENTORY AND COMPARATIVE STUDY OF LEGISLATION OF PLAY SPACES

   This will provide a basis for comparison of CMHC standards and policies with those of other countries, regarding the allocation of space for children in the residential environment and is seen as a resource for municipalities establishing such standards.

   Aussi disponible en français.

2. HOUSING CANADA'S CHILDREN - A DATA BASE

   The compiled statistics will provide a profile of Canadian children and their housing.

3. MAINTENANCE AND RETROFITTING COSTS OF CHILD-RELATED FACILITIES IN THE REAL ESTATE PORTFOLIO

   Life cycle costing of child-related facilities and maintenance costs due to lack of child-related facilities will be used to determine cost effective solutions.

4. EVALUATION OF EXTERIOR FACILITIES FOR CHILDREN IN THREE LOW INCOME PROJECTS

   The report will provide an evaluation of three approaches to play space design in terms of play experiences, use by different age groups, accessibility, and resident satisfaction, using a technique that allows children to respond naturally.

5. CHILD'S PERCEPTION OF THE NEIGHBOURHOOD

   The study will document how children use selected urban neighbourhoods that vary in character and the influence of the design of the neighbourhood on the children's activities.

6. HOUSING NEEDS OF URBAN NATIVE FAMILIES - A COMPARATIVE STUDY OF CHILDREN'S AND PARENTS PERCEPTIONS

   A study of the needs of native children and their parents in the area of housing, neighbourhood and community, on the basis of which housing strategies can be developed to respond to their needs in the urban setting.

7. WORKSHOP: "HOUSING THE FAMILY IN 2001", FOURTH CANADIAN CONFERENCE ON CHILDREN

   The report deals with the changing family structure, the needs of children and the suitability of present forms of neighbourhood design to house the future family.

8. LOST AND FOUND: RECYCLING SPACE FOR CHILDREN

   The study deals with the identification of waste or unused spaces in residential projects and design suggestions to recycle them into play spaces for children.

9. OUT OF THE CELLAR AND INTO THE PARLOUR - GUIDELINES FOR THE ADAPTATION OF RESIDENTIAL SPACE FOR THE CARE OF PRE-SCHOOL CHILDREN

   The study will utilize existing knowledge of indoor and outdoor environmental requirements of children in order to accommodate the developmental needs of pre-schoolers in conventional family living space.

10. PRAIRIE WINTER PLAY PATTERNS

    The project goal is to provide for children's play during the winter months, and will be conducted in two parts: (a) A study of social and environmental factors influencing children's activities in winter, and (b) A study of climatic, topographical and environmental factors that must be considered in the design of winter play facilities that accommodate physical, social, creative and intellectual play.

11. DESIGN CRITERIA FOR THE DEVELOPMENT OF A SHELTERED PLAY SPACE IN MEDIUM TO HIGH DENSITY FAMILY HOUSING PROJECTS IN THE ATLANTIC REGION

    The report will examine the need for sheltered play facilities in high density family housing projects and recommend design details such as location, size, space allocation, construction materials, and play facilities.

12. PROJET PARAPLUIE - A USER GENERATED SHELTER DESIGN FOR THE RECREATION OF SCHOOL-AGE CHILDREN IN A MONTREAL PROJECT

    The report will document a procedure that was used to involve school age children and their parents in the design, implementation, maintenance, and management of a sheltered play space, as a possible model for other residential developments.

Aussi disponible en français

13. GUIDELINES FOR THE SELECTION OF CONSTRUCTION MATERIALS, CONSTRUCTION METHODS, LANDSCAPE MATERIALS AND VEGETATION USED IN PLAY SPACES

    An inventory of materials, finishes and methods with a description of qualitative characteristics and possible use in a play space in terms of user groups, climatic conditions, availability and maintenance will be produced.

14. PLAY SPACES TO ACCOMMODATE DISABLED CHILDREN

    Design suggestions will be developed for an integrated play space that accommodates both disabled and normal children.

15. CHILDREN'S PLAY SPACES ON ROOF DECKS

The study will result in design suggestions that deal with the technical aspects, such as drainage, containment, and control of the microclimate, as well as the provision of stimulating play opportunities for child users.

16. LA SECURITÉ DES ENFANTS VS LA CIRCULATION - AUTO

The study will analyze accident statistics and traffic patterns in selected multiple housing projects and develop design suggestions in terms of traffic separation, lighting, landscaping, barriers, etc., to minimize the conflict between automobiles and children.

17. A CASE STUDY OF A COMMUNITY PARTICIPATION PROCESS FOR IMPROVING A NEIGHBOURHOOD TO BE MORE SUPPORTIVE OF CHILDREN AND YOUTH.

The case study will identify the process of community participation, the mechanisms available, the problems faced, and the resources tapped, and will serve as a model for other communities.

18. ADAPTATION OF CMHC DESIGN GUIDELINE ADVISORY DOCUMENT "PLAY OPPORTUNITIES FOR SCHOOL AGE CHILDREN, 6-14 YEARS", TO MUNICIPAL LEGISLATION

An example or model policy guideline on planning for play for school age children that is applicable to the municipal residential development control approval process and is written in such a way as to be easily adopted by municipalities.

19. MANAGING URBAN SPACE IN THE INTEREST OF CHILDREN

The proceedings of the International Symposium, dealt with the allocation of urban space to respect children's interests and the political, legal and socio-economic conditions required for various forms of organizations to function adequately. The report has been published by "Man and his Biosphere", the organizers of the symposium. Requests received will be forwarded to "Man and his Biosphere".

20. INCENTIVES AS AN AID FOR IMPROVING THE QUALITY OF THE FAMILY HOUSING ENVIRONMENT: A POSITION PAPER

The position paper will investigate alternatives which can serve as incentives to developers under the National Housing Act, to provide children's facilities within residential developments.

21. MONOGRAPH SERIES

Monograph one: Child Pedestrian Safety in Residential Environments.

Monograph two: Families with Children Living Off the Ground.

Other titles will be announced in the CEAS newsletter.